COMPETENCES OF ADULT LEARNING FACILITATORS IN COMMUNITY SERVICE LEARNING: A REVIEW OF LITERATURES

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ABSTRACT

Community Service Learning (CSL) is designed to help communities in solving their social problems. The role of adult learning facilitators is important to ensure that all the programs of CSL are running well. This study aims to investigate the competences of adult learning facilitators in community service learning programs. The methodology used in this study is literature review. A total of 85 journal papers were identified by the search machine. However, only 15 articles selected to be reviewed in this study. The result shows that there are five main competences that should be mastered by learning facilitators in community services, such as: Knowledge, Management, Communication, Assessment, and Motivation (KoMCAMo). It can be concluded that the competences of adult learning facilitators play significant role to implement the CSL among community`s members. For recommendation, the future projects related to CSL need to require competent facilitators to enhance participation of community for joining the programs. The regular trainings are encouraged to adult learning facilitators to create an effective CLS`s program.

Keywords: Community, programs, social problems, participation

INTRODUCTION

Community Service Learning (CSL) aims to build personal development and citizen consciousness by integrating theoretical knowledge and practical knowledge among society (Speck & Hoppe, 2004; Barrera, Willner, & Kukahiko, 2017). It forms a new pedagogical concept among community to learn based on their needs (Barber & Battistoni, 1993). The basic concept of CSL is to encourage people to learn and try something different to gain community`s improvement (Hayati, 2020a). All parties which conduct CSL have to aware that they are part of agent of changes who give contribution as volunteers and charity works. They need to make sure that their orientation is to carry up positive impact to their community target. CSL offers experiential learning to facilitators by directly connecting with

community. They will know what really happen in community and share the same feeling to them. The experience will help them to struggle in worst situation because they get valuable learning during their volunteer (Karaman, 2014; Syuraini, Sunarti, & Zukdi, 2019).
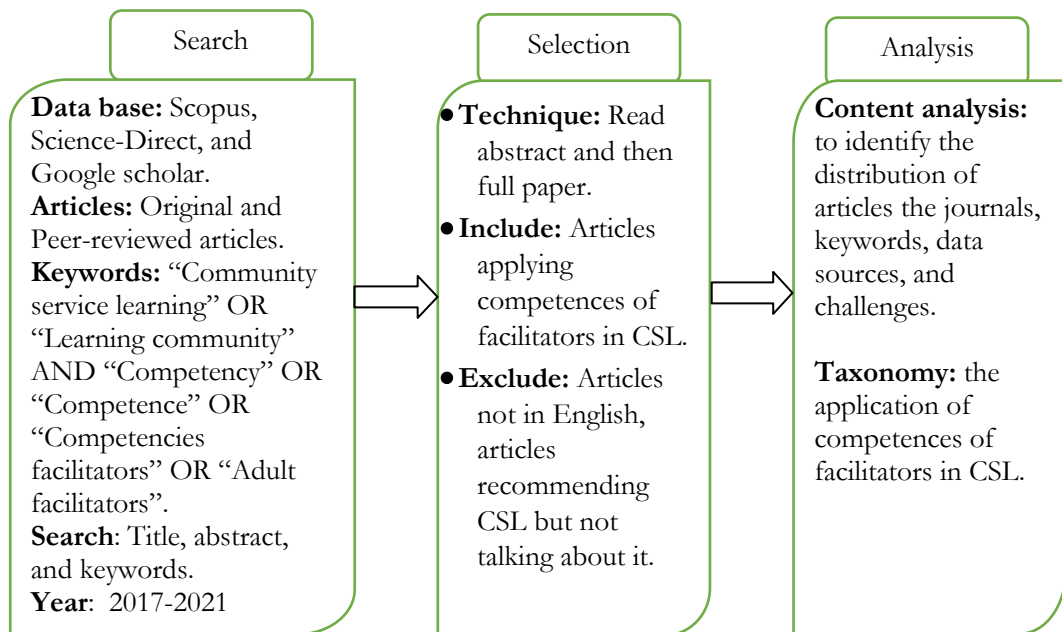
As a community facilitator, there are several factors that have been considered before conducting learning programs, such as social sensibility and emotional dimension of society (Hayati, 2020b). The learning facilitators need to understand the culture of community and what is being taboo for them. The methodological approach in community is different from school context because they have certain emotional as experienced people (Syuraini, 2020). CSL will encourage the self-confident and professional satisfaction among facilitators that can learn many things from community. Learning facilitators need to improve planning, teaching, and evaluating the programs of CSL. They need to build strong cooperation with social institutions. The clear explanation about the projects and procedures are the main factors for consideration by community leaders to give their approval. Financial matter must be discussed and well planning, so that it will not be a problem for the next days (Kucukoglu, 2012).

The aim of this study is to identify the main competences of adult learning facilitators in community service learning programs based on previous literatures. The competences of adult learning facilitators are listed in tabular form and then some dominant items of competences are selected to discuss in this study.

METHOD

The methodology used in this study is systematic literature review to identify and report previous papers related to adult learning facilitators and service learning community. According to Kitchenham, Brereton, Budgen, Turner, Bailey & Linkman (2009), there are five steps in systematic review papers, namely: identify the research questions, identify the search process and inclusion and exclusion criteria, conduct quality assessment, perform data collection, and perform descriptive analysis. This study adopts the steps to obtain selected papers to review.

Figure 1. Systematic Literature Process

Search	Selection	Analysis
Data base: Scopus, Science-Direct, and Google scholar. **Articles:** Original and Peer-reviewed articles. **Keywords:** "Community service learning" OR "Learning community" AND "Competency" OR "Competence" OR "Competencies facilitators" OR "Adult facilitators". **Search**: Title, abstract, and keywords. **Year**: 2017-2021	• **Technique:** Read abstract and then full paper. • **Include:** Articles applying competences of facilitators in CSL. • **Exclude:** Articles not in English, articles recommending CSL but not talking about it.	**Content analysis:** to identify the distribution of articles the journals, keywords, data sources, and challenges. **Taxonomy:** the application of competences of facilitators in CSL.

RESULT AND DISCUSSION

Equipment tracking in construction sites helps the researchers to do safety analysis and synthesized the previous articles (Musta`in & Handrianto, 2020). There are 85 journal articles talking about the competences of adult facilitators in community service learning but only 15 of them fulfilling the criteria of this study. The 15 selected articles related to competences of adult facilitators in CSL are shown in the table 1. It contains the authors, objectives and results of the studies arranged in based on chronological orders, from 2017 to 2021.

Table 1
Literature on Competences Facilitator in Community Service Learning

No.	Authors	Objectives	Results
1	Forsyth et al. (2017)	The goals of this study are to perform a systematic assessment of the literature on teaching cultural competence in dental education and to investigate the specific relevance of that teaching for Indigenous oral health care in Australia.	Curriculum content, curriculum delivery, CSL, reflective writing, and evaluation were the major themes highlighted in the qualitative analysis of these studies. Students must be familiar with health disparities and community health in order to better comprehend

			the viewpoints of culturally varied groups and communicate successfully with people from different cultures.
2	Jonsson et al. (2017)	The goal of this study is to find out what adolescents in a multicultural community with a low socioeconomic level (SES) in Sweden say about physical activity facilitators (PA).	The findings highlight the importance of enabling intrinsic motivation with a supportive PA environment in which adolescents can meet their requirements for autonomy, competence, and relatedness, according to self-determination theory (SDT).
3	Lianaki et al. (2017)	The goal of this research is to combine foresight and intercultural methods to reinforce global citizenship education.	The paper's conceptual explorations uncover a number of concepts that make sense in the context of citizenship education in general at the "intersection" of foresight and intercultural communication.
4	Lin et al. (2017)	The goal of this research is to look into the function of service-learning in hospitality education.	The researchers discovered that teamwork and leadership had the most reflections of all learning outcomes, followed by (a) increasing cultural sensitivity and (b) identifying, characterizing, and addressing relevant challenges, after evaluating students' reflective notebooks.
5	Osmond (2017)	The goal of this research is to show how teacher-led professional learning can help teachers grow professional capital by including them in teacher leadership.	The community's teacher leadership is fostered through a mentored progressive release strategy meant to foster organic and meaningful learning and growth for its members.
6	Tarekegne et al. (2017)	The goal of this study is to determine the degree of performance of Development Agents (DAs) and to provide feedback for DA training institutes	For the Ethiopian setting, the study found a validated competence profile for Development Agents (DAs) with four competence clusters

		and competences.	and 15 underlying competencies, including knowledge of adult education, extension management, communication, and professional ethics, among others.
7	Torres et al. (2017)	The goal of this study is to see if an intervention program based on service-learning and peer mentorship might help university students improve their social skills and learn to learn abilities.	The results demonstrate statistically significant changes in social skills, learning strategies, and motivation of the individuals in the post-test period.
8	Culhane et al. (2018)	The purpose of this study is to demonstrate the multifaceted role of service learning as a major approach to undergraduate teaching and learning that emphasizes interdisciplinary education, experiential learning, and community participation.	Despite faculty members' differing perspectives and practices on service learning, we discovered a core set of optimal practices.
9	Feng et al. (2018)	The goal of this research is to show how informal education derived from daily activities such as work, family life, and leisure may be used to build catastrophe resilience in communities.	The authors propose a conceptual framework and four implementation strategies with the following implications to harness informal disaster education for community resilience: cultivate social environment for conversations, discussions, reflections, and learning; design social activities for promoting and encouraging informal learning; appropriate interventions by informal educators in social adversity.
10	Lough et al. (2018)	The goal of this research is to better understand and define the objectives of global service learning in higher education by enabling assessment procedures to analyze the strategic trajectories required for this field's progress.	Six major requirements were mentioned by the participants as ways to improve the practice of global service-learning. These requirements emphasize the developing area of global service-shared learning's objectives and

			existing problems, as well as the priorities required to take it ahead in the next years.
11	García, et al. (2018)	The goal of this research is to look at the many types of youth-led activities that were done during the community-based program "Building My Future" and how they affected personal, problem-solving, and community competencies.	Adolescents who completed the preintervention activity completed more modules and participated in more intervention activities, according to the findings. The biggest beneficial improvements in at-risk groups were associated with performing group dynamics as a preintervention activity, engaging in creative activities, volunteering, trips, and games, but not sports, and meeting up with organizations.
12	Mikulec (2019)	The goal of this research is to see how the European Union views adult education professionalization in the twenty-first century, as well as how this is represented in Slovene adult education policy. Documentary analysis was used to examine the key official European Union and Slovene policy papers on the professionalization of adult educators.	Our findings show that in the Slovene context, the emphasis is on the identification of distinct professional roles and skills that adult educators require in order to operate successfully in various situations, rather than on the unity of their abilities, as in the European context.
13	Tejedor et al. (2019)	The goals of this research are to focus on teaching, and in particular, the didactic techniques that are most important for training in sustainability skills in college students, according to widely acknowledged worldwide academic criteria.	The findings give a summary of their goals, foundations, and stages of execution (planning, implementation, and learning assessment), which instructors may utilize as useful suggestions.
14	Bringle et al. (2020)	The goals of this research are to discover the whats and whys of service learning, as well as the hows and whys of service learning in the context of its integration with digital technologies, and to investigate a number of topics that	Only when the resulting hybrid pedagogy reflects these learning principles and good practice standards for each of the constituent pedagogies will the effective integration of service learning and digital

15	Chen et al (2021)	The goals of this study are to investigate and analyze adult educators' professional development (PD) in Singapore on three levels: national, organizational (training providers), and individual, as well as to assess the gap between adult educators' skills supply and demand.	The demand for skills from training providers and individual supply are nearly identical. Adult educators, on the other hand, have not seen some government-set objectives for needed competencies for adult educators as development priority.

CSL is designed to help community to find out their own solution. A lot of social problems and principle issues among society needs to be solved, such as: urbanization, violence, drought, information technology, employment, and others (Cosgun, 2009; Hafnidar, Harniati, Hailemariam, & Handrianto, 2021). Facilitators can observe the community dynamics by exploring their activities. The community projects may build cooperation between people and facilitators to interpret the community`s services. The prospective teachers need to develop their social, ecological, and cognitive system by joining community service programs. They can contribute to local residents with a good collaboration with community`s leaders (Karaman, 2014; Rita & Handrianto, 2021). Adult learning facilitators who are involved in learning community will get reflective potentiality to develop their critical and system thinking among society (Saputra, Handrianto, Pernantah, Ismaniar, & Shidiq, 2021). They are able to negotiate with the people and understand about the culture of community. They feel the living system and interaction among the members. All the things bring positive impact to their communication skills (Bawden 2011; Rita, Muliana, & Handrianto, 2021). Table 2 lists the item of competences of adult learning facilitators in tabular form which have been highlighted in previous studies.

Table 2
Competences of Adult Learning Facilitators

Authors	Items for Competence of Adult Facilitators															
	Knowledge	Management	Communication	Assessment	Motivation	Attitude	Curiosity	Awareness	Listening	Empathy	Critical thinking	Resilience	Lifelong learning capacity	Social network	Adaptation	Problem solving
Bringle et al.	✓		✓	✓	✓		✓	✓	✓	✓						

(2020)															
Chen et al (2021)	✓	✓	✓	✓	✓					✓	✓				
Culhane et al. (2018)	✓	✓	✓	✓			✓					✓			
Feng et al. (2018)	✓	✓	✓	✓	✓	✓		✓				✓		✓	✓
Forsyth et al. (2017)	✓	✓	✓	✓	✓	✓		✓	✓				✓		
García, et al. (2018)		✓	✓	✓	✓	✓				✓					✓
Jonsson et al. (2017)	✓			✓				✓							
Lianaki et al. (2017)	✓		✓	✓	✓		✓				✓				
Lin et al. (2017)	✓	✓	✓	✓	✓									✓	✓
Lough et al. (2018)	✓	✓	✓	✓	✓										✓
Mikulec (2019)	✓	✓	✓	✓	✓	✓						✓			
Osmond (2017)	✓		✓	✓						✓		✓			
Tarekegne et al. (2017)	✓	✓	✓	✓	✓	✓				✓				✓	
Tejedor et al. (2019)	✓	✓	✓	✓	✓	✓		✓				✓			
Torres et al. (2017)	✓	✓	✓	✓	✓	✓				✓		✓		✓	✓

Based on tabular form in table 2, there are five main competences of adult learning facilitators in CSL. These competencies are: knowledge, management, communication, assessment, and motivation. The explanations related to the five dominant competences of adult facilitators in CSL are discussed as follow:

Knowledge

The knowledge competence of adult learning facilitators helps them to identify the real problems in community. The facilitators can design learning strategies based on the needs of people in the areas. They build lifelong learning environment to improve the quality of life of the community`s members. Adult educators encourage innovative and creative values by training people with skills with their knowledge competence (Chen, Pavlova, & Ramos, 2021).

Management

Management competence of adult learning facilitators in CSL is related to their abilities to lead the programs. The principals of management are implemented to involve people in sustainable development works. Adult facilitators should design their objectives, plans, and strategies to conduct the programs. They have abilities in program development context, teaching learning context, management context, and professional development context (Mikulec, 2019).

Communication

Communication competence of adult learning facilitators can be observed by their action to deliver planning programs to the targeted community. They have clear explanation and can answer the inquiries of the people with a good attitude. Adult facilitators trait community`s members as their partner that they can work together without gaps. This skill is related to personal and social development of facilitators which provides opportunity to adult facilitators to build meaningful learning activities and great connection with society (Torres, Martín, Tirado, & Laprida, 2017).

Assessment

Assessment competence of adult learning facilitator is related to their ability to measure the effectiveness of community programs. Formative and summative evaluations should be done by the facilitators to make improvement for the future activities. Facilitators have to know the core of society and identify supporting factors for conducting the programs. According to Bringle & Clayton (2020) assessment ability determines the educational experience of adult facilitators in CSL.

Motivation

Motivation competence plays significant role to successful community programs. Adult facilitators should aware that learning community is different from learning in the classroom situation. People in community come from different socio-cultures and experiences. They need motivation to involve to the programs. Community members join the activities if they feel that the programs have impacts to their life problems because it is linked to their social needs (Tejedor, Segalàs, Barrón, Fernández-Morilla, Fuertes, Ruiz-Morales, & Hernández, 2019). Adult facilitators need this skill to keep in touch with the people in community to gain the objectives of community projects.

CONCLUSION

Community service learning plays significant role to encounter the difference and diversity in society. It will improve intercultural awareness, empathy, ethics, and communication skills among community members in their local area. The issue or conflict can be solved by a good interaction among neighbourhoods. It also promotes the development of active citizenship among community to protect their area and their relatives. The quality of life community members is also an important concern by involving them with lifelong learning activities. Through the systematic literature studies, it was found that the competences of adult facilitators are very important to encourage community participating in teaching-learning situation. The facilitators have responsibility to plan, organize, activate, control, and evaluate CSL programs. Several competences of adult learning facilitators have been discussed in previous studies. However, this paper highlights five dominant competences of facilitators such as: knowledge, management, communication, assessment, and motivation (KoMCAMo). It can be concluded that an adult learning facilitator needs to implement these competences to encourage sustainable development of society. The recommendation of this study is that adult facilitators need to join regular training to improve their competences in CSL.

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